

# Desire, Time, & Effort

March

## Overall Summary:

The Desire, Time, and Effort TK/K - 3rd grade lesson will be focusing on learning about the word goal as it relates to daily goals: things we want to accomplish every day. This allows the educator to facilitate a lesson to highlight the importance of daily goals, that it is rewarding to accomplish daily tasks and even a TK/K-3rd grader can learn to create their own list of daily goals. Using the metaphor of a puzzle, we help students recognize the importance of being able to visualize what it looks like to complete a daily task or goal.

## Activity Summary:

Desire and effort in completing a task can often be increased when we receive feedback and support from others. This activity focuses on the effects of positive support and feedback in increasing desire and effort. It gives students a chance to both give and receive supportive feedback in trying to complete a challenge.

## Activity Instructions:

Materials: Tape, 3 colored sticky notes per team of 4 or 5

1. Divide the class into small groups of four or five. Give each team a set of three colored dot stickers. Put a line of tape on the floor.
2. Have each team choose a team jumper. The other team members will be observers and provide feedback and support.
3. The jumper for each team will take one try at a standing long jump starting on the tapeline. The team will place one of the sticky notes where the jumper lands to mark the distance.
4. After each jumper makes his/her first jump, have each team gather to give feedback and discuss tactics or ways the jumper may improve his/her jump.
5. After the feedback session, the jumper takes a second jump. The jump is marked with another color dot sticker. In most cases, the second attempt will show improvement.
6. A final attempt is set up. This time the observers are asked to give encouragement (cheering, etc.). **Before this attempt, the groups and the jumper set a goal by putting a different color dot one inch past the longest effort so far. The final attempt is then completed. In most cases, the jumper will meet or exceed that goal.**
7. If time permits, you can repeat this activity, giving others a chance to be the jumper.

### Processing Questions:

- What was it like to be the jumper?
- What was it like to be the observer?
- How did feedback help the jumper?
- How did setting a goal help the jumper?
- How did cheering and encouragement help the jumper?
- Did the observers feel like they made a difference?
- How can having others' support and encouragement help you achieve your goals in life?